

## **School Roles and Responsibilities for Training Judges**

*National Center for Research on Evaluation, Standards, and Student Testing*

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### **Explanation and Considerations for Use**

This tool describes the preparation and materials that need to be in place prior to conducting an exhibition judge training session. This sample describes a judge training process that uses videos of student exhibitions to teach judges to score fairly and consistently. Schools that do not use videos as part of their training procedure can consider adapting this guidance to meet the needs of their system.

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<http://www.ride.ri.gov/highschoolreform/dslat/>  
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**Exhibition Toolkit | Assess Exhibition Presentations |  
Design Training for Judges**

**Sample School Roles and Responsibilities for Training Judges**

Prior to conducting a Graduation Exhibition judge training session, school staff need to do the following:

1. Create exhibition “anchor” videos that illustrate the score criteria contained in the rubric. An Anchor Video is a videotaped student exhibition that is an example of a score point described on a rubric. Each of the Anchor Videos represents the lowest performance level at a given point on the rubric and has been scored by expert judges. Graduation Exhibitions that show a lower level of performance than an anchor exhibition video must be assigned a lower score than the anchor exhibition.
2. If a four-point rubric is being used to evaluate the Graduation Exhibitions, prepare Anchor Videos for score points 2, 3, and 4. An Anchor Video for score point 1 is not needed since any exhibition demonstrating lower knowledge or skill than Anchor 2 should receive a score of 1.
3. Prepare written Anchor Video Commentaries for each anchor video. These commentaries should describe the nature and quality of work demonstrated in the anchor exhibition video and how this relates to the rubric criteria. Essentially, this commentary should justify the assignment of a particular score to each anchor video.
4. Gather at least three Training Videos. These are additional videos of exhibitions that judges will practice scoring during the training session. These Training Videos should already be scored by expert judges.
5. Prepare a written Training Video Key that includes commentary on why each Training Video received the score that it did.

Additional responsibilities of school staff for judge training sessions include the following:

1. Determine the number of judges who will attend the Graduation Exhibition judge training session.
2. Schedule the training session. With three Anchor Video and three Training Videos, training judges to score Graduation Exhibitions takes at least 3 hours<sup>1</sup>.
3. Find an appropriate location for the training session.
  - a. If possible, select a quiet, temperature-controlled room with enough tables to seat raters comfortably (six to eight per table). The room should have a VCR or other means of playing anchor and training videos. The room should also have a board on which to post raters’ scores using the table on the Rater Agreement Summary Sheet. An overhead projector can also be used to project these scores.
4. Re-familiarize trainers with scoring criteria.
5. Assemble training support materials:

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<sup>1</sup> Using more than three Training Videos will increase the likelihood of achieving an adequate level of inter-rater reliability during the training session. However, the length of the training session will necessarily increase.

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- a. Anchor and Training Videos
  - b. VCR
  - c. Training Video Key (one copy for each judge)
  - d. Rater Agreement Summary Sheet
  - e. Calculator, to compute agreement
  - f. Training Videos Key
6. Assemble scoring packets that include all of the materials required for the training session. Judges scoring packets should include:
- a. Graduation Exhibition Required Elements and any other relevant descriptions of the Graduation Exhibition
  - b. Graduation Exhibition Rubric(s)
  - c. Anchor Video Commentaries
  - d. Training Paper Score Sheets
  - e. Pencils and scratch paper

(Adapted from *Performance Assignments Scoring Handbook*, National Center for Research on Evaluation, Standards, and Student Testing (CRESST).)